

English Department Autobiography and Wider Reading  
SOW

Aims of Course

- a) . to engage in autobiographical story telling
- b) . to promote wider reading and reading for pleasure
- c) . to produce an autobiographical narrative of high quality
- d) . to present a comparison of one text with another in speech and in writing
- e) to practice and develop awareness of language change while moving from reading text to presenting orally and subsequently reshaping as writing moving along the language mode continuum

Speaking and Listening	Differentiation / Extension Work	Level POS	Resources	Cross Curricular	Method and Frequency of Assessment
<p>A .Autobiographical story telling. Early memories exercise Cascade storytelling activity: two teachers tell a story on a theme e.g. the day I got into trouble, an accident or my first day at school. Students then tell a story on the teachers chosen themes to their partner B: Group activity: produce a trailer of the novel for film using photo story et al</p>	<p>Writing and reading are supported by talk and collaborative work</p> <p>Text could be poem</p>	KS3	<p>Cider with Rosie Boy Going Solo The Friends I know why the caged bird sings The colour purple To kill a mockingbird East End at your feet Portrait of an artist as a young man Bonjour Tristesse La Peste Village by the Sea The Prime of Life</p>	<p>Text from a variety of cultures raising universal and moral themes</p> <p>Links with setting and cultural, social and historical context</p>	<p>Speaking and Listening Storytelling activity and group presentation of trailer</p> <p>Reading: individual presentation of favourite passage and comparison. Writing narrative</p>
Reading	<p>Extension Orwell's language study activity Blurb and cover for students story and reviews of each others stories</p>				
<p>B: Autobiographical reading: teacher chooses an autobiographical novel to introduce to the class and then possible strategies. Reading journals, readers theatre, role on the wall, literature circles Students choose their own text to compare with this novel. They keep a journal of their reading. They present a rationale for their choice of text and their favourite passage to the class. They discuss the links between their text and the class text. This provides the basis for a comparative essay.</p>					

			Catcher in the Rye	opportunities	
<p>A:Teacher shows written version and students compare with the spoken version</p> <p>B: After comparison students are asked to draft their written version of their story.</p> <p>C: Students return to their story and workshop sessions encourage collaborative review of beginnings key moments and endings. They present and publish their stories.</p>				Text from a variety of cultures raising universal and moral themes	
Language Study	Progression				
<p>A: students identify language features of written version.</p> <p>B: an exploration of literary and language features of students chosen passage</p>					